



PROGRAM REVIEW



2014-2015

Program Name: ECONOMICS

Self Study Members: HERB ELLIOTT

PROGRAM REVIEW

ECONOMICS

TABLE OF CONTENTS

PROGRAM REVIEW

Status Summary - Final Plan of Action.....	1-1
Program Review Self Study	1-2
Review of Prerequisites, Corequisites, and Advisories – Summary	1-3
Plan of Action – Pre-Validation	1-4

EXHIBITS

Student Data Summary	2-1
Student Data.....	2-2
Statistics.....	2-3
Articulation Status of Courses.....	2-4

APPENDICES

Approved Course Outlines ..	3-1
-----------------------------	-----

VALIDATION

Executive Summary.....	4-1
Plan of Action – Post Validation	4-2

PROGRAM REVIEW

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 08/09 , Herb Elliott completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION

ACTION TAKEN, RESULT AND STATUS

<ul style="list-style-type: none"> • Develop and implement means of assessment and criteria (based on student learning outcomes) for success for all courses in the program. <p>Collect and analyze assessment data for all courses in the program.</p> <p>Use feedback from the data to modify established student learning outcomes for all courses in program.</p> <ul style="list-style-type: none"> • Review and evaluate textbooks for all courses in program. <ul style="list-style-type: none"> • Monitor LDTP requirements and assess impact on enrollments and transfer outcomes of students. <ul style="list-style-type: none"> • Continue to conduct staff development activities for all faculty in the program. 	<ul style="list-style-type: none"> • Since the last Program Review [2008/09] student learning outcomes for all courses in the program were assessed. Based on data from the period studied no measurable weaknesses were observed therefore no changes were made or recommended. Overall, eighty-seven percent of students assessed met or exceed standards. <ul style="list-style-type: none"> • Textbooks, including adoption of new editions, and course instructional materials are updated regularly. <ul style="list-style-type: none"> • The Course Identification Numbering System (C-ID) descriptors for both Econ 101: Principles of Macroeconomics, and Econ 102: Principles of Microeconomics now requires Math 311: Elementary Algebra as prerequisite. In Spring 2013 AP&P approved Math 311: Elementary Algebra as a prerequisite for both Econ 101: Principles of Macroeconomics, and Econ 102: Principles of Microeconomics. <ul style="list-style-type: none"> • A workshop for all faculty in the program was conducted on Thursday, October 14, 2010, 1-3:00 p.m. in the TLC (teacher's learning center) room L215 on our Santa Maria Campus. Natalie Hughes of Cengage Learning, Business & Computers and the lead instructor in the program sponsored the workshop. Instructors in the program regularly review textbooks and instructional technology.
---	--

Allan Hancock College Program Review

Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive information gathered for the Annual Updates and lays out the program's major directions for the future. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

Describe the need that is met by the program or the purpose of the program. For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area." (Sample: *The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.*)

The economic program provides courses that enable students to complete lower division prerequisites and general education requirements to transfer to institutions of higher learning.

The program consists of Econ 101: Principles of Macroeconomics, Econ 102: Principles of Microeconomics, Econ 121: Business Economics, Econ 130: Consumer and Family Finance, and Econ 141: Global Economics.

Econ 101 and Econ 102 are part of a sequence for business, economics, and other majors at the University of California (UC) and California State University Systems (CSU) and other universities. They also satisfy lower division general education requirements.

Econ 121, Econ 130 and Econ 141 are designed primarily for students who are occupationally oriented, or specifically those seeking an associate degree as a terminal educational goal. These courses are also transferable as electives to UC, CSU, and other university systems.

The following courses are cross-listed:

Business Economics:	ECON121, BUS121
Consumer and Family Finance:	ECON130, BUS130, FCS130
Global Economics:	ECON141, BUS141, GBST141

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the program/department has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, and strengths of the program as reflected in its Annual Updates. Show the relationship between the program goals, the mission of the college, the district strategic plan, and the impact on student development and success.

Student Learning Outcomes (SLOs) have been developed and implemented for all courses in the economics program. SLO assessments have been embedded in course discussion forums, assignments, quizzes, or exams (Reference course statistics and evidence). [Course Statistics and Evidence]

Textbooks, including adoption of new editions, and course instructional materials are updated regularly.

The Course Identification Numbering System (C-ID) descriptors for both Econ 101: Principles of Macroeconomics, and Econ 102: Principles of Microeconomics now requires Math 311: Elementary Algebra as prerequisite. In Spring 2013 AP&P approved Math 311: Elementary Algebra as a prerequisite for both Econ 101: Principles of Macroeconomics, and Econ 102: Principles of Microeconomics.

All CORs in the program were reviewed, modified, and approved by AP&P in Spring 2013. [Econ 101: Principles of Macroeconomics, Econ 102: Principles of Microeconomics, Econ 121/BUS 121: Business Economics, ECON 141/BUS 141/GBST 141: Global Economics, and Econ 130/BUS 130/FCS 130: Family and Consumer Finance].

In Fall 2013, as part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The following course outlines are satisfactory as written and do not require modification (list all such courses): ECON 101: Principles of Macroeconomics, ECON 102: Principles of Microeconomics, ECON 121/BUS 121: Business Economics, ECON 130/BUS 130/FCS 130: Family and Consumer Finance, ECON 141/BUS 141/GBST 141: Global Economics

The following courses were reviewed as meeting an **AHC GE** requirement ECON 101: Principles of Macroeconomics, ECON 102: Principles of Microeconomics, ECON 121/BUS 121: Business Economics, ECON 130/BUS 130/FCS 130: Family and Consumer Finance, ECON 141/BUS 141/GBST 141: Global Economics

ECON 141/BUS 141/GBST 141: Global Economics was reviewed as meeting the **MCGS** requirement.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs?

Technology/Computer

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes do you plan based on these data?

Since the last Program Review [2008/09] student learning outcomes for all courses in the program were assessed. Based on data from the period studied no measurable weaknesses were observed therefore no changes were made or recommended. Overall, eighty-seven percent of students assessed met or exceed standards. Please refer to the following attached eLumen Report(s) for data and summative statement(s). (1) SLO Assessments Report: ISLOs/PSLOs Overall for Courses, (2) ISLOs/PSLOs Summary Map by Course and (3) Course Statistics and Evidence.

V. Trend Analyses/Outlook

Using the information already gathered in the AUs (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last program review

The Economics Program is healthy. During the last six years 2007/08 to 2012/13 the enrollment in the Economics Program increased by 28 percent, from 1106 to 1419, while District's enrollment decreased by 1 percent. The Economics Program retention rate was virtually the same as the District's at eighty-six percent compare to eighty-seven percent. The Economic Program average success rate was 64%, 7 percentage points less than the District's rate of 71%. Given the rigor of economics, historical and statewide average 64% success rate is within the acceptable range for economics.

Between 2007 and 2012 the African American and Hispanic enrollment in Economics Program increased by 90% and 60% respectively, the District's experienced a 1% and 32% change. The program gender and age distributions seem to mirror the District's.

Between 2007/08 and 2012/13, the program WSCH/FTEF increased by 232% and averaged 762.3, while the District declined by -12% and averaged 401. The program WSCH increased by 19% from a low of 2218.8 to 3548.9 by 2012/13. During the same period, the program FTES decreased by 64% from 7 % in 2007/08 to 2.5 in 2012/13. The decrease in FTEF was directly related to the increase in productivity. During the period observed the total number sections decreased from 37 to 26 [130%], while the average class size increased from 30 to 55 [83%].

Although the Economics Program experienced a tremendous growth (28%) during this period under review, enrollment is expected to decrease in the next few years. The potential decrease in enrollment is likely to be due to at least two factors. Beginning Fall 2014 Math 311: Elementary Algebra was first implemented as prerequisite for both Econ 101: Principles of Macroeconomics, and Econ 102: Principles of Microeconomics. Other community colleges in the area are beginning to offer online instructions in Economics.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments.

Course Identification Numbering System (C-ID). C-ID is a numbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions. The Course Identification Numbering System (C-ID) descriptors for both Principles of Macroeconomics and Principles of Microeconomics now requires Math 311: Elementary Algebra. The descriptors are offered to encourage wider articulation and to expand the lower division curricular offerings and thereby increase the variety—and ensure the rigor—of our courses. AP&P has approved Math 311: Elementary Algebra as a prerequisite for both Econ 101: Principles of Macroeconomics, Econ 102: Principles of Microeconomics.

VI. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to

show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

One of the long-term goals of the program is to explore the possibility of developing an Associate Degree for Transfer in Economics. The newly developed AA-T and AS-T degrees, we have been told will make the transfer to the California State University system smoother and are designed to align coursework at the community college with courses offered at the CSU. In theory it reduces the need to take unnecessary courses, thereby shortening a student's time to degree completion and a reducing student's costs at the community college and California State University. The development of a Transfer Degree in Economics might require expanding course offerings by creating additional courses.

Stabilizing enrollment in the program will be another challenge given the implementation of the math prerequisite. Based on emails from the California Community College Economics Instructors Listserv dated 9/11/14, most economic programs experienced about a 20% reduction in enrollment and class offerings after implementing the Elementary Algebra prerequisite.

The program will need resources to acquire digital technologies and audiovisual given rapid changes in technology and the tech readiness of students in the program.

**REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
Summary**

List all courses in Discipline/Program

Course Prefix No	CURRENT Prerequisite/Coreq/Advisory/ Limitation on Enrollment	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP - Major or Minor)
ECON 101	MATH 311, Elementary Algebra, as a prerequisite to align with C-ID descriptor.	MATH 311, Elementary Algebra, as a prerequisite to align with C-ID descriptor.		Prerequisite approved by AP&P, Spring 2013
ECON 102	MATH 311, Elementary Algebra, as a prerequisite to align with C-ID descriptor.	MATH 311, Elementary Algebra, as a prerequisite to align with C-ID descriptor.		Prerequisite approved by AP&P, Spring 2013
ECON 121/BUS 121	None			
ECON 130 /BUS 130 /FCS 130	None			
ECON 141 /BUS 141 /GBST 141	None			

Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.

N/A

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.
12

PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: Social Science PROGRAM: Economics

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Based on the course statistics and evidence data from the economics program, no measurable weaknesses were observed. Continue to assess SLO achievement reports and develop and implement changes as required.	SLS1/SLS2	Ongoing

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes		
<ul style="list-style-type: none"> • Recommend the district provide consistent tutorial services support for students enrolled in the economics program. • Monitor the impact of math prerequisite on enrollment demand in ECON101. • Monitor the impact of math prerequisite on enrollment demand in ECON102. 	SLS1/SLS2	Fall 2015
	SLS1/SLS2	Spring 2016
	SLS1/SLS2	Spring 2016
Demographic Changes		
The Economic Program data did not provide disproportional impact based on demographics.	SLS1/SLS2	Ongoing

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes Explore the value added of developing a Transfer Degree in Economics	SLS1/SLS2	Fall 2016
Co-Curricular Changes None.		
Neighboring College and University Plans None.		
Related Community Plans None.		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**ESTIMATED
COST**

**TARGET
DATE**

Facilities None.			
Equipment <ul style="list-style-type: none"> • An Apple MacBook computer for the full time instructor in the program. • Replace computer in classroom C33. 	SLS1/SLS2	\$1,800	Spring 2015
	SLS1/SLS2	\$900	Fall 2015
Staffing None.			

EXHIBITS

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

More than 95% of students surveyed indicated they were satisfied with the 'quality of instruction' in the program, up from 90% in 2008/09 survey. [Survey question #1]

More than 95% of students surveyed 'contributed to their intellectual growth', up from 84% in 2008/09 survey. [Survey question #5]

More than 95% of students surveyed indicated they were satisfied with the 'clarity of course goals and learning objectives' and in the program, up from 76% and in 2008/09 survey. [Survey question #6]

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

The only satisfaction rate less than 30% was student satisfaction with 'advice about the program from counselors'. [Survey question #3] This satisfaction rate about advises from counselors' mirrors the District's survey.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

The student survey data did not suggest any implication for change in planning policy.

Program Review
 Program Review Online Surveys ()
 No. of responses = 158
 For the Period:



Survey Results

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Economics Program.

Quality of instruction within the program	Not at all satisfied		Highly satisfied	n=155 av.=2.05 md=2 dev.=0.97 sb.=2
The way textbooks and other materials used in courses within the program help me learn	Not at all satisfied		Highly satisfied	n=156 av.=2.24 md=2 dev.=0.99 sb.=2
Advice about the program from counselors	Not at all satisfied		Highly satisfied	n=109 av.=2.7 md=3 dev.=1.21 sb.=48
The way this program meets your educational goals	Not at all satisfied		Highly satisfied	n=150 av.=2.15 md=2 dev.=1.19 sb.=8
Contribution towards your intellectual growth	Not at all satisfied		Highly satisfied	n=154 av.=1.97 md=2 dev.=0.93 sb.=3
Clarity of course goals and learning objectives	Not at all satisfied		Highly satisfied	n=156 av.=2.19 md=2 dev.=1.17 sb.=1
Feedback and assessment of progress towards learning objectives	Not at all satisfied		Highly satisfied	n=153 av.=2.39 md=2 dev.=1.15 sb.=5
The availability of courses offered in the program	Not at all satisfied		Highly satisfied	n=142 av.=2.31 md=2 dev.=1.2 sb.=15
The content of courses offered in the Economics Program	Not at all satisfied		Highly satisfied	n=144 av.=2.3 md=2 dev.=1.19 sb.=13
The coordination of courses offered in the Economics Program and courses offered in other departments that may be required for your major	Not at all satisfied		Highly satisfied	n=115 av.=2 md=2 dev.=1.03 sb.=19

The physical facilities and space (e.g., classrooms, labs)	Not at all satisfied		Highly satisfied	n=106 av.=1.93 md=2 dev.=0.99 sb.=2
Instructional equipment (e.g., computers, lab equipment)	Not at all satisfied		Highly satisfied	n=102 av.=2.01 md=2 dev.=1.01 sb.=3
Presentation of classes via the college's Blackboard course management system	Not at all satisfied		Highly satisfied	n=122 av.=1.81 md=2 dev.=1.02 sb.=11
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	Not at all satisfied		Highly satisfied	n=84 av.=2.08 md=2 dev.=1.13 sb.=4
Availability of appropriate resources in the libraries	Not at all satisfied		Highly satisfied	n=77 av.=2.01 md=2 dev.=1.13 sb.=5

Part II. Please answer the following questions about the Economics Program.

Which of the following best describes your reason for taking this and other courses in the Economics Program?

Recommended by a counselor	<input type="checkbox"/>	8.1%	n=135
Recommended by a friend	<input type="checkbox"/>	4.4%	
To meet general education requirements	<input type="checkbox"/>	68.1%	
Offered at a convenient time	<input type="checkbox"/>	6.7%	
Other	<input type="checkbox"/>	12.6%	

Compared to the beginning of the semester, your attitude about the Economics Program has

Improved	<input type="checkbox"/>	45.9%	n=135
Remained the same	<input type="checkbox"/>	45.2%	
Decreased	<input type="checkbox"/>	8.9%	

I would recommend taking courses in the Economics Program.

Strongly disagree		Strongly agree	n=134 av.=2.07 md=2 dev.=1.04
-------------------	--	----------------	--

I plan on taking additional courses in the Economics Program.

Strongly disagree		Strongly agree	n=134 av.=2.62 md=2.5 dev.=1.28
-------------------	--	----------------	--

Part III. Background Questions

How many units have you completed prior to this semester?

0 - 15	26.9%	n=134
16 - 30	16.4%	
31 - 45	15.7%	
46 - 60	23.1%	
61 or more	17.9%	

In how many units are you currently enrolled?

less than 5	16.7%	n=132
5 - 8.5	18.9%	
9 - 11.5	15.2%	
12 or more	49.2%	

What is your final academic goal?

Certificate	1.5%	n=134
AA/AS	19.4%	
Bachelors	36.6%	
Masters or higher	29.9%	
Not certain	12.7%	

Course Statistics and Evidence

Course Group: Economic Department Courses
Outcomes Group: Economics Program Outcomes

Statistics	
# Catalog Courses:	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses with CSLOs:	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses without CSLOs:	0
# Catalog Courses whose CSLOs are mapped to PSLOs:	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses whose CSLOs are NOT mapped to PSLOs:	0
# Catalog Courses whose CSLOs are mapped to ISLOs:	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses whose CSLOs are NOT mapped to ISLOs:	0
# Catalog Courses with Planned Assessments:(Term-specific)	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses without Planned Assessments(Term-specific)	0
# Catalog Courses with Assessment Data:(Term-specific)	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses without Assessment Data:(Term-specific)	0
# Catalog Courses with a Completed CIP:(Term-specific)	10 BUS121, BUS130, BUS141, ECON101, ECON102, ECON121, ECON130, ECON141, FCS130, GBST141
# Catalog Courses without a Completed CIP:(Term-specific)	0
Terms in which CSLOs were defined or modified:(Term-specific)	Spring 2012, Fall 2011

Active Courses

Course: 1.	BUS121 Business Economics
Owner:	Business
Course Groups:	All Course Group - 100 Level Courses, BUSINESS DEPARTMENT, Business Department Courses, Business: Management (A.S.), Economic Department Courses, GE - Category 2, Human Institutions, General Education Courses
CSLOs:	<ul style="list-style-type: none"> • BUS121 SLO1 - Apply demand and supply theory/analysis to a range of economic problems • BUS121 SLO2 - Differentiate the characteristics of different market structures and demonstrate how they impact market efficiencies. • BUS121 SLO3 - Formulate and apply the appropriate monetary and fiscal policies to different phases of the business cycle.
PSLOs:	<p>Outcomes Group: Business Program Outcomes</p> <p>Business Program Outcomes</p> <ul style="list-style-type: none"> • BUS PSLO - Recall significant business issues, theories, and applications. • BUS PSLO - Apply business principles to produce a work-based learning projects. <p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> • ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. • ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 5 - Quantitative Literacy</p> <ul style="list-style-type: none"> • ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> • Summer 2014 Sec A Final Exam • Fall 2011 Sec A Final Exam • Fall 2010 Sec A Embedded Question

Course Analysis:(Term-specific)

Summer 2014

- [What did the assessment data indicate about the strengths of your course?]Seventy-two out of 88 students or eighty-two percent of all students scored above average. While 7 out of 88 or eight percent were average. Only 9 or ten percent of students assessed were below averaged. Overall, ninety percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2014 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2014 no changes will be made.

Summer 2012

- [What did the assessment data indicate about the strengths of your course?]Fifty-eight out of 31 students or fifty-eight percent of all students scored exceed standards. While 9 out of 31 or twenty-nine percent were average. Only 4 or nine percent of students assessed were below averaged. Overall, eighty-seven percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2012 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2012 no measurable weaknesses were observed.

Fall 2011

- [What did the assessment data indicate about the strengths of your course?]Fifty-eight out of 31 students or fifty-eight percent of all students scored exceed standards. While 9 out of 31 or twenty-nine percent were average. Only 4 or nine percent of students assessed were below averaged. Overall, eighty-seven percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2012 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2012 no measurable weaknesses were observed.

Course: 2.	BUS130 Consumer and Family Finance
Owner:	Business
Course Groups:	Accounting (A.S.), All Course Group - 100 Level Courses, BUSINESS DEPARTMENT, Business Department Courses, Economic Department Courses, Family and Consumer Sciences: General (A.S.), GE - Category 5, Living Skills, General Education Courses
CSLOs:	<ul style="list-style-type: none"> • BUS130 SLO1 - Identify and differentiate the main components of wise money management. • BUS130 SLO2 - Differentiate the characteristics of different investment medium. • BUS130 SLO3 - Assess opportunity costs associated with financial decisions.
PSLOs:	<p>Outcomes Group: Business Program Outcomes</p> <p>Business Program Outcomes</p> <ul style="list-style-type: none"> • BUS PSLO - Recall significant business issues, theories, and applications. • BUS PSLO - Apply business principles to produce a work-based learning projects. <p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> • ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. • ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> • ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> • Summer 2014 Sec A Final Exam • Summer 2012 Sec A Final Exam • Fall 2010 Sec A Embedded Question
Course Analysis:(Term-specific)	<p>Summer 2014</p> <ul style="list-style-type: none"> • [What did the assessment data indicate about the strengths of your course?]Thirty-two out of 45 students or seventy-one percent of all students scored above average. While 4 out of 45 or nine percent were average. Only 9 or twenty percent of students assessed were below averaged. Overall, eighty percent of students assessed met or exceed standards. • [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2014 no measurable weaknesses were observed. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2014 no changes will be made. <p>Summer 2012</p> <ul style="list-style-type: none"> • [What did the assessment data indicate about the strengths of your course?]Thirty-four out of 71 students or forty-eight percent of all students scored exceed standards. While 20 out of 71 or twenty-eight percent were average. Only 6 or nine percent of students assessed were below averaged. Overall, ninety-two percent of students assessed met or exceed standards. • [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2012 no measurable weaknesses were observed. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2012 no measurable weaknesses were observed.

Course: 3.

BUS141 Global Economics

Owner:	Business
Course Groups:	All Course Group - 100 Level Courses, BUSINESS DEPARTMENT, Business Department Courses, Economic Department Courses, GE - Category 2, Human Institutions, GE - Multicultural/Gender Studies, GE - Multicultural/Gender, PE, Health Ed or First Aid Safety Grad Group, General Education Courses, Global Studies (A.A.), Standard II.A.3.c Course Group
CSLOs:	<ul style="list-style-type: none"> • BUS141 SLO1 - Identify and analyze the benefits and costs associated with free trade. • BUS141 SLO2 - Distinguish between the mechanisms for limiting trade. • BUS141 SLO3 - Identify and analyze factors in the global economy that affects men and women differently.
PSLOs:	<p>Outcomes Group: Business Program Outcomes</p> <p>Business Program Outcomes</p> <ul style="list-style-type: none"> • BUS PSLO - Recall significant business issues, theories, and applications. • BUS PSLO - Apply business principles to produce a work-based learning projects. <p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> • ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. • ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 5 - Quantitative Literacy</p> <ul style="list-style-type: none"> • ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> • Spring 2014 Sec A Final Exam • Spring 2012 Sec A Final Exam • Fall 2010 Sec A Embedded Question
Course Analysis:(Term-specific)	<p>Summer 2014</p> <ul style="list-style-type: none"> • [What did the assessment data indicate about the strengths of your course?]Twenty-eight out of 37 students or seventy-five percent of all students scored above average. While 3 out of 37 or eight percent were average. Only 6 or sixteen percent of students assessed were below averaged. Overall, eighty-three percent of students assessed met or exceed standards. • [What did the assessment data indicate about the weaknesses of your course?]Based on data from spring 2014 no measurable weaknesses were observed. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from spring 2014 no changes will be made. <p>Spring 2012</p> <ul style="list-style-type: none"> • [What did the assessment data indicate about the strengths of your course?]Twenty-two out of 25 students or eighty-eight percent of all students scored above average. While 2 out of 25 or eight percent were average. Only 1 or four percent of students assessed were below averaged. Overall, ninety-six percent of students assessed met or exceed standards. • [What did the assessment data indicate about the weaknesses of your course?]Based on data from Spring 2012 no measurable weaknesses were observed. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from Spring 2012 no changes will be made.

Course: 4.	ECON101 Principles of Macro-Economics
Owner:	Economics
Course Groups:	All Course Group - 100 Level Courses, Business Administration (A.A.), Economic Department Courses, GE - Category 2, Human Institutions, General Education Courses, Global Studies (A.A.), SOCIAL & BEHAVIORIAL SCIENCES DEPARTMENT
CSLOs:	<ul style="list-style-type: none"> • ECON101 SLO1 - Demonstrate their ability to apply demand and supply theory to a range of economic problems. • ECON101 SLO2 - Demonstrate their ability to formulate and apply the appropriate monetary and fiscal policies to different phases of the business cycle. • ECON101 SLO3 - Demonstrate their ability to analyze the gains associated with free trade.
PSLOs:	<p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> • ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. • ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 5 - Quantitative Literacy</p> <ul style="list-style-type: none"> • ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.

Planned Asmts:(Term-specific)

- Summer 2014 Sec A Final Exam
- Spring 2013 Sec E Exam
- Fall 2012 Sec F Exam
- Summer 2012 Sec A Final Exam
- Fall 2010 Sec A Quiz

Terms with Scores:(Term-specific)

- Fall 2012

Course Analysis:(Term-specific)

Summer 2014

- [What did the assessment data indicate about the strengths of your course?]**Forty-five out of 76 students or sixty percent of all students scored above average. While 20 out of 76 or twenty percent were average. Only 16 or twenty percent of students assessed were below averaged. Overall, eighty percent of students assessed met or exceed standards.**
- [What did the assessment data indicate about the weaknesses of your course?]**Based on data from summer 2014 no measurable weaknesses were observed.**
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]**Based on data from summer 2014 no changes will be made.**

Summer 2012

- [What did the assessment data indicate about the strengths of your course?]**Fifty-seven out of 87 students or sixty-six percent of all students scored above average. While 22 out of 87 or twenty-five percent were average. Only 8 or nine percent of students assessed were below averaged. Overall, ninety-one percent of students assessed met or exceed standards.**
- [What did the assessment data indicate about the weaknesses of your course?]**Based on data from summer 2012 no measurable weaknesses were observed.**
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]**Based on data from summer 2012 no changes will be made.**

Course: 5.

ECON102 Principles of Micro-Economics

Owner:

Economics

Course Groups:

All Course Group - 100 Level Courses, Business Administration (A.A.), Business: Management (A.S.), Economic Department Courses, GE - Category 2, Human Institutions, General Education Courses, Global Studies (A.A.), SOCIAL & BEHAVIORIAL SCIENCES DEPARTMENT

CSLOs:

- ECON102 SLO1 - Demonstrate their ability to apply demand and supply theory to a range of economic problems.
- ECON102 SLO2 - Demonstrate their ability to differentiate the characteristics of different market structures and demonstrate how they impact market efficiencies.
- ECON102 SLO3 - Demonstrate their ability to analyze the gains associated with free trade.

PSLOs:

Outcomes Group: Economics Program Outcomes

Economics Program Outcomes

- ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
- ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.

ISLOs:

Outcomes Group: Institutional Learning Outcomes (ILOs)

ILO 2 - Critical Thinking & Problem Solving

- ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

ILO 5 - Quantitative Literacy

- ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.

Planned Asmts:(Term-specific)

- Summer 2014 Sec A Final Exam
- Spring 2013 Sec D ECON102 Principles of Micro-Economics Sec D
- Summer 2012 Sec A Final Exam
- Fall 2010 Sec A Quiz

Course Analysis:(Term-specific)

Summer 2014

- [What did the assessment data indicate about the strengths of your course?]**Twenty-eight out of 47 students or sixty percent of all students scored above average. While 13 out of 47 or twenty-eight percent were average. Only 6 or twelve percent of students assessed were below averaged. Overall, eighty-eight percent of students assessed met or exceed standards.**
- [What did the assessment data indicate about the weaknesses of your course?]**Based on data from summer 2014 no measurable weaknesses were observed.**
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]**Based on data from summer 2014 no changes will be made.**

Summer 2012

- [What did the assessment data indicate about the strengths of your course?]**Forty-four out of 83 students or fifty-three percent of all students scored exceed standards. While 28 out of 83 or thirty-three percent were average. Only 8 or ten percent of students assessed did not meet standards. Overall, eighty-eight percent of students assessed met or exceed standards.**
- [What did the assessment data indicate about the weaknesses of your course?]**Based on data from summer 2012 no measurable weaknesses were observed.**
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]**Based on data from summer 2012 no changes will be made.**

Course: 6.

ECON121 Business Economics

Owner:

Economics

Course Groups:

All Course Group - 100 Level Courses, Business: Management (A.S.), Economic Department Courses, GE - Category 2, Human Institutions, General Education Courses, SOCIAL & BEHAVIORIAL SCIENCES DEPARTMENT

CSLOs:	<ul style="list-style-type: none"> ECON121 SLO1 - Demonstrate their ability to apply demand and supply theory/analysis to a range of economic problems. ECON121 SLO2 - Demonstrate their ability to differentiate the characteristics of different market structures and demonstrate how they impact market efficiencies. ECON121 SLO3 - Demonstrate their ability to formulate and apply the appropriate monetary and fiscal policies to different phases of the business cycle.
PSLOs:	<p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 5 - Quantitative Literacy</p> <ul style="list-style-type: none"> ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> Summer 2014 Sec A Final Exam Fall 2011 Sec A Final Exam Fall 2010 Sec A Quiz
Course Analysis:(Term-specific)	<p>Summer 2014</p> <ul style="list-style-type: none"> [What did the assessment data indicate about the strengths of your course?]Seventy-two out of 88 students or eighty-two percent of all students scored above average. While 7 out of 88 or eight percent were average. Only 9 or ten percent of students assessed were below averaged. Overall, ninety percent of students assessed met or exceed standards. [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2014 no measurable weaknesses were observed. [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2014 no changes will be made. <p>Fall 2011</p> <ul style="list-style-type: none"> [What did the assessment data indicate about the strengths of your course?]Fifty-eight out of 31 students or fifty-eight percent of all students scored exceed standards. While 9 out of 31 or twenty-nine percent were average. Only 4 or nine percent of students assessed were below averaged. Overall, eighty-seven percent of students assessed met or exceed standards. [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2012 no measurable weaknesses were observed. [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2012 no measurable weaknesses were observed.

Course: 7.	ECON130 Consumer and Family Finance
Owner:	Economics
Course Groups:	All Course Group - 100 Level Courses, Economic Department Courses, Family and Consumer Sciences: General (A.S.), GE - Category 5, Living Skills, General Education Courses, SOCIAL & BEHAVIORIAL SCIENCES DEPARTMENT
CSLOs:	<ul style="list-style-type: none"> ECON130 SLO1 - Identify and differentiate the main components of wise money management. ECON130 SLO2 - Demonstrate their ability to differentiate the characteristics of different investment medium. ECON130 SLO3 - Demonstrate their ability to assess opportunity costs associated with financial decisions.
PSLOs:	<p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> Summer 2014 Sec A Final Exam Summer 2012 Sec A Final Exam Fall 2010 Sec A Quiz

Course Analysis:(Term-specific)

Summer 2014

- [What did the assessment data indicate about the strengths of your course?]Thirty-two out of 45 students or seventy-one percent of all students scored above average. While 4 out of 45 or nine percent were average. Only 9 or twenty percent of students assessed were below averaged. Overall, eighty percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2014 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2014 no changes will be made.

Summer 2012

- [What did the assessment data indicate about the strengths of your course?]Thirty-four out of 71 students or forty-eight percent of all students scored exceed standards. While 20 out of 71 or twenty-eight percent were average. Only 6 or nine percent of students assessed were below averaged. Overall, ninety-two percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from summer 2012 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from summer 2012 no measurable weaknesses were observed.

Course: 8.	ECON141 Global Economics
Owner:	Economics
Course Groups:	All Course Group - 100 Level Courses, Economic Department Courses, GE - Category 2, Human Institutions, GE - Multicultural/Gender Studies, GE - Multicultural/Gender, PE, Health Ed or First Aid Safety Grad Group, General Education Courses, Global Studies (A.A.), SOCIAL & BEHAVIORAL SCIENCES DEPARTMENT, Standard II.A.3.c Course Group
CSLOs:	<ul style="list-style-type: none">• ECON141 SLO1 - Demonstrate their ability to identify and analyze the benefits and costs associated with free trade.• ECON141 SLO2 - Demonstrate their ability to distinguish between the mechanisms for limiting trade.• ECON141 SLO3 - Demonstrate their ability to identify and analyze factors in the global economy that affects men and women differently.
PSLOs:	Outcomes Group: Economics Program Outcomes Economics Program Outcomes <ul style="list-style-type: none">• ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.• ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 2 - Critical Thinking & Problem Solving <ul style="list-style-type: none">• ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 6 - Scientific Literacy <ul style="list-style-type: none">• ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none">• Spring 2014 Sec A Final Exam• Spring 2012 Sec A Final Exam• Fall 2010 Sec A Quiz
Course Analysis:(Term-specific)	<p>Summer 2014</p> <ul style="list-style-type: none">• [What did the assessment data indicate about the strengths of your course?]Twenty-eight out of 37 students or seventy-five percent of all students scored above average. While 3 out of 37 or eight percent were average. Only 6 or sixteen percent of students assessed were below averaged. Overall, eighty-three percent of students assessed met or exceed standards.• [What did the assessment data indicate about the weaknesses of your course?]Based on data from spring 2014 no measurable weaknesses were observed.• [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from spring 2014 no changes will be made. <p>Spring 2012</p> <ul style="list-style-type: none">• [What did the assessment data indicate about the strengths of your course?]Twenty-two out of 25 students or eighty-eight percent of all students scored above average. While 2 out of 25 or eight percent were average. Only 1 or four percent of students assessed were below averaged. Overall, ninety-six percent of students assessed met or exceed standards.• [What did the assessment data indicate about the weaknesses of your course?]Based on data from Spring 2012 no measurable weaknesses were observed.• [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from Spring 2012 no changes will be made.

Course: 9.

FCS130 Consumer and Family Finance

Owner:

Economics

Course Groups:

All Course Group - 100 Level Courses, APPLIED SOCIAL SCIENCES DEPARTMENT, Culinary/FCS/FSN, Economic Department Courses, Family & Consumer Sciences Courses, Family and Consumer Sciences: General (A.S.), GE - Category 5, Living Skills, General Education Courses, Human Services: Family Services Worker 3 (Certificate), Human Services: Family Studies (Certificate)

CSLOs:

- FCS130 SLO1 - Identify and differentiate the main components of wise money management.
- FCS130 SLO2 - Differentiate the characteristics of different investment medium.
- FCS130 SLO3 - Assess opportunity costs associated with financial decisions.

PSLOs:	<p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> Summer 2014 Sec A Final Exam Fall 2012 Sec A Final Exam Summer 2012 Sec A Final Exam Fall 2010 Sec A Embedded question
Course Analysis:(Term-specific)	<p>Summer 2014</p> <ul style="list-style-type: none"> [What did the assessment data indicate about the strengths of your course?][Thirty-two out of 45 students or seventy-one percent of all students scored above average. While 4 out of 45 or nine percent were average. Only 9 or twenty percent of students assessed were below averaged. Overall, ninety percent of students assessed met or exceed standards. [What did the assessment data indicate about the weaknesses of your course?][Based on data from summer 2014 no measurable weaknesses were observed. [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make those changes?][Based on data from summer 2014 no changes will be made. <p>Summer 2012</p> <ul style="list-style-type: none"> [What did the assessment data indicate about the strengths of your course?][Thirty-four out of 71 students or forty-eight percent of all students scored exceed standards. While 20 out of 71 or twenty-eight percent were average. Only 6 or nine percent of students assessed were below averaged. Overall, ninety-two percent of students assessed met or exceed standards. [What did the assessment data indicate about the weaknesses of your course?][Based on data from summer 2012 no measurable weaknesses were observed. [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make those changes?][Based on data from summer 2012 no measurable weaknesses were observed.
Course: 10.	GBST141 Global Economics
Owner:	Global Studies
Course Groups:	All Course Group - 100 Level Courses, Economic Department Courses, GE - Category 2, Human Institutions, GE - Multicultural/Gender Studies, GE - Multicultural/Gender, PE, Health Ed or First Aid Safety Grad Group, General Education Courses, Global Studies (A.A.), Global Studies Courses, SOCIAL & BEHAVIORIAL SCIENCES DEPARTMENT, Standard II.A.3.c Course Group
CSLOs:	<ul style="list-style-type: none"> GBST141 SLO1 - Demonstrate their ability to identify and analyze the benefits and costs associated with free trade. GBST141 SLO2 - Demonstrate their ability to distinguish between the mechanisms for limiting trade. GBST141 SLO3 - Demonstrate their ability to identify and analyze factors in the global economy that affects men and women differently.
PSLOs:	<p>Outcomes Group: Economics Program Outcomes</p> <p>Economics Program Outcomes</p> <ul style="list-style-type: none"> ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems. <p>Outcomes Group: Global Studies Program Outcomes</p> <p>Global Studies Program Outcomes</p> <ul style="list-style-type: none"> GBST PSLO - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. GBST PSLO - Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.
ISLOs:	<p>Outcomes Group: Institutional Learning Outcomes (ILOs)</p> <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 5 - Quantitative Literacy</p> <ul style="list-style-type: none"> ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.
Planned Asmts:(Term-specific)	<ul style="list-style-type: none"> Spring 2014 Sec A Final Exam Spring 2012 Sec A Final Exam Fall 2011 Sec A Embedded Question

Summer 2014

- [What did the assessment data indicate about the strengths of your course?]Twenty-eight out of 37 students or seventy-five percent of all students scored above average. While 3 out of 37 or eight percent were average. Only 6 or sixteen percent of students assessed were below averaged. Overall, eighty-three percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from spring 2014 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from spring 2014 no changes will be made.

Spring 2012

- [What did the assessment data indicate about the strengths of your course?]Twenty-two out of 25 students or eighty-eight percent of all students scored exceed standards. While 2 out of 25 or eight percent were average. Only 1 or four percent of students assessed were below averaged. Overall, ninety-six percent of students assessed met or exceed standards.
- [What did the assessment data indicate about the weaknesses of your course?]Based on data from Spring 2012 no measurable weaknesses were observed.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Based on data from Spring 2012 no measurable weaknesses were observed.

SLO Achievement Report: ISLOs/PSLOs Overall for Courses

Outcomes for: **Economics Program Outcomes - Economics Program Outcomes**
 Academic Term: **Summer 2012, Spring 2012, Fall 2011, Fall 2012, Summer 2014, Spring 2014**
 CSLOs Assigned SLOs Named SLOs

List of Performance Categories:

- A** Institutional Exceeds Standards
- B** Institutional Meets Standards
- C** Institutional Below Standards

Competency Description	A	B	C	# Total Scores
------------------------	---	---	---	----------------

Economics Program Outcomes

ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Summer 2014	939 (72%)	162 (12%)	201 (15%)	1302
Spring 2014	252 (76%)	27 (8%)	54 (16%)	333
Fall 2012	30 (62%)	8 (17%)	10 (21%)	48
Summer 2012	609 (63%)	249 (26%)	102 (11%)	960
Spring 2012	198 (88%)	18 (8%)	9 (4%)	225
Fall 2011	108 (58%)	54 (29%)	24 (13%)	186
Totals:	2136 (70%)	518 (17%)	400 (13%)	3054

ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.

Summer 2014	939 (72%)	162 (12%)	201 (15%)	1302
Spring 2014	252 (76%)	27 (8%)	54 (16%)	333
Fall 2012	30 (62%)	8 (17%)	10 (21%)	48
Summer 2012	609 (63%)	249 (26%)	102 (11%)	960
Spring 2012	198 (88%)	18 (8%)	9 (4%)	225
Fall 2011	108 (58%)	54 (29%)	24 (13%)	186
Totals:	2136 (70%)	518 (17%)	400 (13%)	3054

Report Totals by Term

Summer 2014	1878 (72%)	324 (12%)	402 (15%)	2604
Spring 2014	504 (76%)	54 (8%)	108 (16%)	666
Fall 2012	60 (62%)	16 (17%)	20 (21%)	96
Summer 2012	1218 (63%)	498 (26%)	204 (11%)	1920
Spring 2012	396 (88%)	36 (8%)	18 (4%)	450
Fall 2011	216 (58%)	108 (29%)	48 (13%)	372
Grand Totals:	4272 (70%)	1036 (17%)	800 (13%)	6108

ISLO/PSLO Summary Map by Course

Outcomes for: **Economics Program Outcomes (Economics Program Outcomes)**

Course Group: **Economic Department Courses**

List of ISLOs/PSLOs:

- A ECON PSLO1 - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
- B ECON PSLO2 - Use mathematical concepts and models to analyze and solve real life issues or problems.

	Economics Program Outcomes		Totals:
	A	B	
BUS121	3	3	6
BUS130	3	3	6
BUS141	3	3	6
ECON101	3	3	6
ECON102	3	3	6
ECON121	3	3	6
ECON130	3	3	6
ECON141	3	3	6
FCSI30	3	3	6
GBST141	3	3	6
Totals:	30	30	

COURSE REVIEW VERIFICATION

Discipline: ECONOMICS Year: 2013/2014

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

- The following course outlines are satisfactory as written and do not require modification (list all such courses):

ECON 101: Principles of Macroeconomics
 ECON 102: Principles of Microeconomics
 ECON 121/BUS 121: Business Economics
 ECON 130/BUS 130/FCS 130: Family and Consumer Finance
 ECON 141/BUS 141/GBST 141: Global Economics

- The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:

None of the courses in the program requires modification. Course Of Records [CORs] for all courses in the program were reviewed, modified, and approved by AP&P in Spring 2013.

- The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

None of the courses in the program requires modification. Course Of Records [CORs] for all courses in the program were reviewed, modified, and approved by AP&P in Spring 2013.

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _____

ECON 101: Principles of Macroeconomics
 ECON 102: Principles of Microeconomics
 ECON 121/BUS 121: Business Economics
 ECON 130/BUS 130/FCS 130: Family and Consumer Finance
 ECON 141/BUS 141/GBST 141: Global Economics

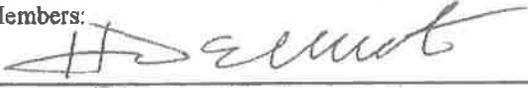
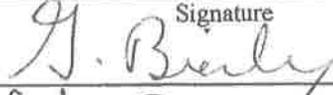
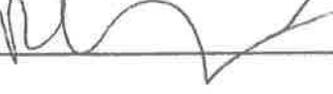
The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

ECON 141/BUS 141/GBST 141: Global Economics

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

None

Course Review Team Members:

Herb Elliott		10/1/2013
	Signature	Date
Signature Dept. Chair		10/2/2013
	Signature Academic Dean	Date
Signature Academic Dean		10/3/13
	Signature	Date

CONTENT REVIEW
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ECON 101

Department Social Science Responsible Instructor Herb Elliott

PCA being reviewed: MATH 311, Elementary Algebra Type: Prerequisites

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Herb Elliott

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

Process:

- | | |
|--|--|
| <p>1. <u>Examine objectives of course being reviewed.</u>
Are objectives current? _____ Will student successfully completing this course have a reasonable chance of success in subsequent course? _____</p> | <p>3. <u>Examine the evaluation tools used within the course.</u>
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? _____</p> |
| <p>2. <u>Examine objectives of preceding course.</u>
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? _____</p> | <p>4. <u>Examine the text used for the course</u> Does the textbook require a base of knowledge the student would have obtained in the preceding course? _____</p> |

Based on the attached documentation, it is the recommendation of the faculty that:

- X The prerequisite/corequisite/advisory is appropriate. [Required for CI-D Approval]
(circle one)
- The prerequisite/corequisite/advisory should be deleted.
(circle one)
- The prerequisite/corequisite/advisory should be modified.
(circle one)
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Herb Elliott Herb Elliott 10/1/13
Initiator _____ Date _____

J. Bierly 10/2/13
Department Chair _____ Date _____

Approved: [Signature], Academic Dean -- Date 10/3/13

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

CONTENT REVIEW
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ECON 102

Department Social Science Responsible Instructor Herb Elliott

PCA being reviewed: MATH 311, Elementary Algebra Type: Prerequisites

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Herb Elliott

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

Process:

- | | |
|--|--|
| <p>1. <u>Examine objectives of course being reviewed.</u>
Are objectives current? _____ Will student successfully completing this course have a reasonable chance of success in subsequent course? _____</p> | <p>3. <u>Examine the evaluation tools used within the course.</u>
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? _____</p> |
| <p>2. <u>Examine objectives of preceding course.</u>
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? _____</p> | <p>4. <u>Examine the text used for the course</u> Does the textbook require a base of knowledge the student would have obtained in the preceding course? _____</p> |

Based on the attached documentation, it is the recommendation of the faculty that:

- X The prerequisite/corequisite/advisory is appropriate. [Required for CI-D Approval]
(circle one)
- The prerequisite/corequisite/advisory should be deleted.
(circle one)
- The prerequisite/corequisite/advisory should be modified.
(circle one)
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Herb Elliott Herb Elliott 10/1/13
Initiator Date

J. Bierly 10/2/13
Department Chair Date

Approved: _____, Academic Dean -- Date _____

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

APPENDICES

**ALLAN HANCOCK COLLEGE
 COURSE OUTLINE**

DISCIPLINE: Economics

DEPARTMENT: SOCIAL & BEHAVIORAL SCIENCES

PREFIX & NUMBER: ECON 101

CATALOG COURSE TITLE: Principles of Economics: Macro-Economics

BANNER COURSE TITLE: PRINCIPLES OF MACRO-ECONOMICS

UNITS: 3

TOTAL NUMBER OF CONTACT HOURS: 48-54

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3	48 - 54	3
Lab:	0		
Total Contact Hours:	48-54	48 - 54	3

GRADING OPTION: Letter Grade or Pass/No Pass Option

PREREQUISITE(S): MATH 311

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION ON ENROLLMENT:

None

PREREQUISITE SKILLS

Upon entering this course, the student should be able to:

MATH 311

1. state, use and identify the basic real number axioms.
2. evaluate and simplify variable expressions.
3. solve linear equations in one variable.
4. solve and graph solutions to linear inequalities in one variable.
5. graph linear equations in two variables using tables, slope and intercept methods.

ADVISORY SKILLS

Upon entering this course, the advisory skills are to:

None

CATALOG DESCRIPTION

An introduction to aggregate economic analysis. Topics include market systems; of basic economic cycles including recession, unemployment, and inflation; national income accounts; macroeconomics equilibrium; money and financial institutions; monetary and fiscal policy; international trade and finance. ECON 101 may be taken prior to or concurrently with ECON 102/BUS121

COURSE CONTENT

	<u>WEEKS</u>
1. Instruction to Economics and the Economy	2
A. the basic economic problem	
B. introductory terminology and concepts	
C. demand, supply, and market pricing	
2. Determining National Income, Employment, and Fiscal Policy	4
A. measuring domestic output, national income, and the price level	
B. aggregate expenditures model	
C. aggregate demand and supply model	
D. fiscal policy	
3. Money and Banking	3
A. money and banking	
B. the banking system	
C. the federal reserve system	
D. monetary policy	
4. Problems and Controversies in Macroeconomics	3
A. the inflation-unemployment relationship	
B. budget deficits and the public debt	
C. alternative views on macro theory and policy	
5. International Economics and the World Economy	2
A. international trade	
B. international monetary system	
6. Current Issues (may vary)	2
A. growth and the less developed countries	
B. international economic institutions, multilateral agreements and free-trade zones	

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. analyze and illustrate graphically the basic principles underlying the price mechanism in the market system and evaluate the principal assumptions underlying the economist's model of human behavior.

2. compare and contrast the conceptual distinctions between the classical, keynesian, monetarist, supply-side, and rational expectationist schools of macro-economics thought, from the point of view of growth, unemployment, and inflation.

3. analyze the instability of national production, unemployment, and prices, demonstrate the trade off in macroeconomics goals, and formulate a stabilization policy using monetary

and fiscal tools.

4. trace how banks create money, describe how money can facilitate trade, and justify how changes in the money stock, through the equation of exchange, affect the price and output levels in the economy.

5. evaluate the effects of anticipated and unanticipated inflation, and discuss the problems of stopping an inflation spiral.

6. illustrate graphically and discuss how international trade, based on comparative cost advantages, can increase the real income of the trading countries, and will evaluate the cost and benefits of protectionism.

7. compare and contrast the economic and non-economic characteristics of less developed and developed countries.

METHODS OF INSTRUCTION

Methods of Instruction
Lecture

OUTSIDE ASSIGNMENTS

Outside Assignments
1. Written assignments. 2. Assigned reading. Sample written assignments: 1. Explain and evaluate these statements in terms of Keynesian, monetarist, and RET views: A. "If the national goal is to raise income, it can be achieved only by raising the money supply." B. "The size of a Federal budget deficit is not important. What is important is how the deficit is financed." C. "There is no reason in the world why, in an equation like $MV=PQ$, the V should be thought to be independent of the rate of interest. There is every plausible reason for the velocity of circulation to be a systematic and increasing function of the rate of interest." D. "Monetarists assume that the PQ side of the equation of exchange is 'passive'; Keynesians assume it is 'active.'" E. "If expectations are rational, then monetary policy cannot be used to stabilize production and employment. It only determines the price level." 2. Would you favor a constitutional amendment requiring the Federal budget to be balanced annually? Why or why not? Do you favor giving the president the authority to veto line-items of appropriation bills? Why or why not? 3. Suppose that you are the chair of the Council of Economic Advisors and have been asked to prepare a set of proposals for increasing the productivity of American workers as a way to raise our rate of economic growth. What would you put on your list. What impediments would you envision in accomplishing your policies?

METHODS OF EVALUATION

Methods of Evaluation

1. Evaluation will include quizzes, various types of homework assignments, classroom participation, mid-term, and a final examination.
2. Essay type questions will be designed to reveal students' ability to make valid generalizations and support them with economic theories, or apply broad principles to a series of specific instances.
3. Multiple choice questions will be designed to facilitate proficiency in dealing with material of the course in diagrams, graphs, equations, problem solving, and interpretation of relationship between variables.
4. Homework assignments will include discussion questions designed to enhance critical thinking, facilitate clarity and precision in explanation of central ideas, showing relationships, detail, exceptions, varieties, and policy formulation.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Adopted Text: Arnold, Roger. Macroeconomics. 2011
ISBN-10: 1111823014

Supplemental Readings and/or Other Materials:

1. Study Guide:

- A. In the Long Run We Are All Dead by M. Wolfson and V. Burnelli
- B. Murder At the Margin by Marshall Jevons

2. Videos:

- A. Perfect Competition & Inelastic Demand
- B. Oligopolies: Whatever Happened to Price Competition?
- C. Pollution: How Much is a Clean Environment?
- D. Reducing Poverty: What Have We Done?
- E. International Trade: For Whose Benefits

3. World Wide Web Sites:

- A. Federal Reserve Bank at <http://woodrow.mpls.frb.fed.us>
- B. Money Magazine at <http://www.pathfinder.com>
- C. Personal Finance at <http://challegn.tiac.net/user/ikrakkow/>
- D. Federal Budget/National debt at <http://www.emf.net>

STUDENT LEARNING OUTCOMES

1. Students will demonstrate their ability to apply demand and supply theory to a range of economic problems.
2. Students will demonstrate their ability to formulate and apply the appropriate monetary and fiscal policies to different phases of the business cycle.
3. Students will demonstrate their ability to analyze the gains associated with free trade.

DISTANCE LEARNING COURSE STATUS: ECON 101

Method of instruction: Indicate primary modality (check one):

- Internet
- Other (please list modalities to be used):

Instructor-Student Contact: 5 hours per week

Method of Contact

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify):

Adjustments to assignments: Students are required to analyze twenty articles. These articles are current and are linked directly to concepts in the text. Greater emphasis is placed on out-of-text reading. This option provide student with opportunities to enhance their analytical skills and expand their exposure to current economic issues.

Adjustments to evaluation: None

Accessible to students with disabilities: YES

On-line services notification: Students will be informed via course syllabus, links, and announcement on Blackboard.

**ALLAN HANCOCK COLLEGE
 COURSE OUTLINE**

DISCIPLINE: Economics

DEPARTMENT: Social and Behavioral Sciences

PREFIX & NUMBER: ECON 102

CATALOG COURSE TITLE: Principles of Economics: Micro-Economics

BANNER COURSE TITLE: PRINCIPLES OF MICRO-ECONOMICS

UNITS: 3

TOTAL NUMBER OF CONTACT HOURS: 48-54

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3	48 - 54	3
Lab:	0		
Total Contact Hours:	3	48 - 54	3

GRADING OPTION: Letter Grade or Pass/No Pass Option

PREREQUISITE(S): MATH 311

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION ON ENROLLMENT:

None

PREREQUISITE SKILLS

Upon entering this course, the student should be able to:

MATH 311

1. state, use and identify the basic real number axioms.
2. evaluate and simplify variable expressions.
3. solve linear equations in one variable.
4. solve and graph solutions to linear inequalities in one variable.
5. graph linear equations in two variables using tables, slope and intercept methods.

ADVISORY SKILLS

Upon entering this course, the advisory skills are to:

None

CATALOG DESCRIPTION

An introduction to types of individual economic units. Topics include scarcity, opportunity costs, comparative advantage, supply, demand, elasticity, cost theory, price and output determination under various market structures and factor markets. Related topics such as international trade, public choice, income distribution, externalities and government regulation will also be included. Economics 101 may be taken prior to or concurrently with Economics 102 or Econ/Bus 121.

COURSE CONTENT

	<u>WEEKS</u>
1. Basic Microeconomics Concepts	4
A. nature and method of economics	
B. mechanics of supply and demand	
C. elasticity of supply and demand	
D. demand and utility	
2. Product Market	4
A. business organizations	
B. costs & productivity	
C. information costs	
D. market structures	
3. Government and Business	3
A. antitrust policy	
B. regulation policy	
C. farm policy	
D. environmental & energy policy	
4. Factors Market & Income Distribution	3
A. present value	
B. marginal productivity theory of resource prices	
C. income distribution and poverty	
5. International Economics and the World Economy	1
A. international trade	
6. Microeconomics Issues (may vary)	1
A. public choice theory	
B. labor unions and their economic impact	
C. radical critique: the economics of dissent	
D. economics of aging and health care	

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. analyze and illustrate the basic principles underlying the price mechanism in the market system and evaluate the principal assumptions underlying the economist's model of human behavior.

2. evaluate the major limitations of the price system and formulate policies to reduce externalities.
3. analyze the relationships between scarcity, trade-offs, and opportunity costs, and justify why costs are a necessary component of all choice situations.
4. identify the economic significance of and express the mathematical connection between the nature of a firm's cost and revenue curves.
5. compare and contrast the price, profit, quantity, quality, efficiency, and variety of product under perfect and imperfect market structures.
6. analyze several theories dealing with the existence of economic inequality.
7. evaluate the performance of the other major economic systems for the point of view of growth, efficiency, equity, and adaptability.

METHODS OF INSTRUCTION

Methods of Instruction

Lecture

OUTSIDE ASSIGNMENTS

Outside Assignments

Assignments will include discussion questions designed to enhance critical thinking, facilitate clarity and precision in explanation of central ideas, showing relationships, detail, exceptions, varieties, and policy formulation.

1. "Fewness of rivals means mutual interdependence, and mutual interdependence means uncertainty as to how those few rivals will react to a price change by any one firm." Explain. Of what significance is this for determining demand and marginal revenue? Other things being equal, would you expect interdependence to vary directly or inversely with the degree of product differentiation? With the number of firms? Explain.
2. Should a nation's income be distributed to its members according to their contributions to the production of that total income or to the member's needs? Should society attempt to equalize income or economic opportunities? Are the issues of "equity" and "equality" in the distribution of income synonymous? To what degree, if any, is income inequality equitable?
3. Using the substitution and output effects, explain how a decline in the price of resource A might cause an increase in the demand for substitute resource B. If resources C and D are complementary and used in fixed proportions, what will be the impact of an increase in the price of C on the demand for D?

METHODS OF EVALUATION

Methods of Evaluation

1. Evaluation will include quizzes, various types of homework assignments, classroom participation, midterm, and final examination.
2. Essay type questions will be designed to reveal students' ability to make valid

generalizations and support them with economic theories, or apply broad principles to a series of specific instances.

3. Multiple-choice questions will be designed to facilitate proficiency in dealing with material of the course in diagrams, graphs, equation, problem solving, and interpretation or relationships between variables.

4. Homework assignments will include discussion question designed to enhance critical thinking, facilitate clarity and precision in explanation of central ideas, showing relationships, detail, exception, varieties, and policy formulation.

Sample Test Questions:

1. "The social desirability of any given business enterprise should be judged not on the basis of the structure of the industry in which it finds itself, but rather on the basis of the market performance and behavior of that firm." Analyze critically.

2. Why is the distinction between insurable and uninsurable risks significant for the theory of profits? Carefully evaluate: "All economic profits can be traced to either uncertainty of the desire to avoid it." What are the major functions of profits?

3. A critic of the minimum wage has contended, "The effects of minimum wage legislation are precisely the opposite of those predicted by those who support them. Government can legislate a minimum wage, but cannot force employers to hire unprofitable workers. In fact, minimum wages cause unemployment among low-wage workers who can at least afford to give up their small incomes." Do you agree? What bearing does the elasticity of labor demand have on this assessment? What factors might possibly offset the potential unemployment effects of minimum wage?

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Adopted Text: Arnold, Roger. Microeconomics. 2010
ISBN-10: 111822948

Supplemental Readings and/or Other Materials:

1. Study Guide

- A. In the Long Run We Are All Dead by M. Wolfson and V. Burnelli
- B. Murder At the Margin by Marshall Jevons

2. Videos:

- A. Perfect Competition & Inelastic Demand
- B. Oligopolies: Whatever Happened to Price Competition?
- C. Pollution: How Much is a Clean Environment?
- D. Reducing Poverty: What Have We Done?
- E. International Trade: For Whose Benefits

3. World Wide Web Sites:

- A. Federal Reserve Bank at <http://woodrow.mpls.frb.fed.us>
- B. Money Magazine at <http://www.pathfinder.com>
- C. Personal Finance at <http://challegn.tiac.net/user/ikrakkow/>
- D. Federal Budget/National debt at <http://www.emf.net>

STUDENT LEARNING OUTCOMES

1. Students will demonstrate their ability to apply demand and supply theory to a range of economic problems.
2. Students will demonstrate their ability to differentiate the characteristics of different market structures and demonstrate how they impact market efficiencies.
3. Students will demonstrate their ability to analyze the gains associated with free trade.

DISTANCE LEARNING COURSE STATUS: ECON 102

Method of instruction: Indicate primary modality (check one):

- Internet
 Other (please list modalities to be used):

Instructor-Student Contact: hours per week

Method of Contact

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
 Listserv
 Chatroom
 Discussion Board via Blackboard
 Telephone contacts
 Social Networking pages [i.e. Ning, Facebook, VoiceThread]
 Other (please specify):

Per Semester (in person contact)

- Orientation sessions
 Group Meetings
 Review Session
 Labs
 Testing
 Other (please specify):

Adjustments to assignments: Students are required to read and analyze twenty articles. These articles are current and are linked directly to concepts in the text. Greater emphasis is placed on out-of-text reading. This option provide students with opportunities to enhance their analytical skills and expand their exposure to current economic issues.

Adjustments to evaluation: None

Accessible to students with disabilities: YES

On-line services notification: Students will be informed via course syllabus, links, and announcements on Blackboard.

**ALLAN HANCOCK COLLEGE
 COURSE OUTLINE**

DISCIPLINE: Business or Economics

DEPARTMENT: SOCIAL AND BEHAVIORAL SCIENCES

PREFIX & NUMBER: ECON 121 / BUS 121

CATALOG COURSE TITLE: Business Economics

BANNER COURSE TITLE: BUSINESS ECONOMICS

UNITS: 3

TOTAL NUMBER OF CONTACT HOURS: 48-54

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3	48 - 54	3
Lab:	0	0 - 0	0
Total Contact Hours:	3	48 - 54	3

GRADING OPTION: Letter Grade Only

PREREQUISITE(S): None

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION ON ENROLLMENT:

None

PREREQUISITE SKILLS

Upon entering this course, the student should be able to:

None (no prerequisite for this course)

ADVISORY SKILLS

Upon entering this course, the advisory skills are to:

None

CATALOG DESCRIPTION

An introduction to basic economic analysis and institutions. Macroeconomic analysis of income, employment, price level, and international trade. Microeconomic analysis of demand, production, competitive and noncompetitive product markets, and factor markets.

Emphasis is placed on the applications of economic theory in the business environment. This course is not open to students who are enrolled in or have received credit for Business 121. May be taken prior to or concurrently with ECON 101 or ECON 102.

COURSE CONTENT

	<u>WEEKS</u>
1. Orientation/Instruction to Economics and the Economy	2
A. the basic economic problem	
B. introductory terminology and concepts	
C. demand, supply, and market price	
2. Determining National Income, Employment, and Fiscal Policy	2
A. measuring domestic output, national income, and the price level	
B. aggregate expenditures model	
C. aggregate demand and supply model	
D. fiscal policy	
3. Money, Banking, and Monetary Policy	2
A. money and banking	
B. the banking system	
C. the federal reserve system	
D. monetary policy	
4. Problems and Controversies in Macroeconomics	2
A. the inflation-unemployment relationship	
B. budget deficits and the public debt	
C. alternative views on macro theory and policy	
5. Product Market	2
A. elasticity of supply and demand	
B. business organizations	
C. costs and productivity	
D. market structures	
6. Government and Business	2
A. antitrust policy	
B. regulation policy	
C. environmental and energy policy	
7. Factors Market and Income Distribution	2
A. present value	
B. marginal productivity theory of resource prices	
C. income distribution and poverty	
8. International Economics and the World Economy	2
A. international trade	
B. international monetary system	

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. analyze and illustrate the basic principles underlying the price mechanism in the market system and evaluate the principal assumptions underlying the economist's model of human behavior.
2. compare and contrast the conceptual distinctions between the classical, keynesian, monetarist, supply-side, and rational expectations schools of macro-economics thought, from the point of view of growth, unemployment, and inflation's.
3. describe the instability of national production, unemployment, and prices, demonstrate the trade-off in macroeconomics goals, and formulate a stabilization policy using monetary and fiscal tools.
4. trace how banks create money, describe how changes in the money stock, through the equation of exchange, affect the price and output levels in the economy.
5. evaluate the major limitations of the price system and formulate policies to reduce externalities and promote efficiency.
6. analyze the relationships between scarcity, trade-offs, and opportunity costs, and justify why costs are a necessary component of all choice situations.
7. identify the economic significance of and express the mathematical connection between the nature of a firm's cost and revenue curves.
8. compare and contrast the price, profit, quantity, quality, efficiency, and variety of products under perfect and imperfect market structures.

METHODS OF INSTRUCTION

Methods of Instruction
Lecture

OUTSIDE ASSIGNMENTS

Outside Assignments
Sample Assignments: Critique of Articles: Students are required to submit a typewritten (2 page minimum) critique of any two of the following articles: Articles: (All articles are on reserve in the LRC) 1. Kind Hearts and Opportunity Costs 2. Lessons From the Crash of 1929 3. Playing By The Rules 4. The Service Sector - Give It Some Respect! 5. Theory and Practice of Free Trade

METHODS OF EVALUATION

Methods of Evaluation

1. Evaluation is based on various types of assignments and examinations.
2. Essay type questions will be designed to reveal students' ability to make valid generalizations and support them with economic theories, or apply broad principles to a series of specific instances.
3. Multiple choice questions will be designed to facilitate proficiency in dealing with material of the course in diagrams, graphs, equations, problem solving, and interpretation of relationships between variables.
4. Homework assignments will include discussion questions designed to enhance critical thinking, facilitate clarity and precision in explanation of central ideas, showing relationships, detail exceptions, varieties, and policy formulation.

Sample Test Questions:

1. Carefully evaluate the two views expressed in the following statements:
 - A. "It happens every day. Advertising builds mass demand. Production goes up--costs come down. More people can buy--more jobs are created. Each stimulates the net in a cycle of productivity and plenty which constantly creates a better life for you."
 - B. "Advertising constitutes inverted education--a costly effort to induce people to buy without sufficient thought and deliberation and therefore to buy things they do not need. Furthermore, advertising intensifies economic instability because advertising outlays vary directly with level of consumer spending."
 - C. Which view do you feel is the more accurate? Justify your position.
2. Using the substitution and output effects, explain how a decline in the price of resource A might cause an increase in the demand for substitute resource B. If resources C and D are complementary and used in fixed proportions, what will be the impact of an increase in the price of C on the demand for D?
3. "The social desirability of any given business enterprise should be judged not on the basis of the structure of the industry in which it finds itself, but rather on the basis of the market performance and behavior of that firm." Analyze critically.
4. Why is the distinction between insurable and uninsurable risks significant for the theory of profits? Carefully evaluate: "All economic profits can be traced to either uncertainty or the desire to avoid it." What are the major functions of profits?

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Adopted Text: Schiller, Bradley R., *Essentials of Economics*. 2011
ISBNV-N-13: 9780073511399

Supplemental Readings and/or Other Materials:

Other Texts:

1. Friedman, Milton. Freedom to Choose.
2. Swartz, Thomas and Bonello, Frank. Taking Sides: Clashing Views on Controversial Economic Issues (annual).
3. Jovons, Marshall. Murder at the Margin.
4. Thurow, Lester C. The Zero-Sum Solution.

Videos:

1. Resources & Scarcity: What is Economics All About?
2. Markets & Prices: Do They Meet Our Needs?
3. Booms and Busts: What Causes the Business Cycle?
4. John Maynard Keynes: What Did We Learn from the Great Depression?
5. Fiscal Policy: Can We Control the Economy?
6. Inflation: How Did The Spiral Begin?
7. The Banking System: Why Must It Be Protected?
8. The Federal Reserve: Does Money Matter?
9. Stagflation: Why Couldn't We Beat It?
10. Productivity: Can We Get More For Less?
11. Federal Deficits: Can We Live With Them?
12. Monetary Policy: How Well Does It Work?
13. Stabilization Policy: Are We Still In Control
14. The Firm: How Can It Keep Costs Down?
15. Supply And Demand: What Sets The Price?
16. Perfect Competition & Inelastic Demand: Can The Farmer Make A Profit?
17. Economic Efficiency: What Price Controls?
18. Monopoly: Who's In Control?
19. Oligopolies: Whatever Happened To Price Competition?
20. Pollution: How Much Is A Clean Environment?
21. Labor and Management: How Do They Come To Terms?
22. Profits & Interests: Where Is The Best Return
23. Reducing Poverty: What Have We Done?
24. Economic Growth: Can We Keep Up The Pace?
25. Public Goods & Responsibilities: How Far Should We Go?
26. International Trade: For Whose Benefit?
27. Exchange Rates: What In The World Is A Dollar Worth?

STUDENT LEARNING OUTCOMES

1. Students will demonstrate their ability to apply demand and supply theory/analysis to a range of economic problems.
2. Students will demonstrate their ability to differentiate the characteristics of different market structures and demonstrate how they impact market efficiencies.
3. Students will demonstrate their ability to formulate and apply the appropriate monetary and fiscal policies to different phases of the business cycle.

DISTANCE LEARNING COURSE STATUS: ECON 121 / BUS 121

Method of instruction: Indicate primary modality (check one):

- Internet
- Other (please list modalities to be used):

Instructor-Student Contact: 5 hours per week

Method of Contact

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify): appointments other than scheduled office hours, tutorials, reviews, and make-up exams.

Adjustments to assignments: Students are required to read and analyze seventeen articles. These articles are current and linked directly to concepts in the text.

Adjustments to evaluation: Greater emphasis is placed on online reading and data analysis. This option provides students with opportunities to enhance their analytical skills and expand their exposure to current economic issues.

Accessible to students with disabilities: YES

On-line services notification:

**ALLAN HANCOCK COLLEGE
 COURSE OUTLINE**

DISCIPLINE: Business or Economics or Family & Consumer Studies/Home Economics or Management

DEPARTMENT: SOCIAL & BEHAVIORAL SCIENCES

PREFIX & NUMBER: ECON 130 / BUS 130 / FCS 130

CATALOG COURSE TITLE: Consumer and Family Finance

BANNER COURSE TITLE: CONSUMER & FAMILY FINANCE

UNITS: 3

TOTAL NUMBER OF CONTACT HOURS: 48-54

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3	48 - 54	3
Lab:	0	0 - 0	0
Total Contact Hours:	3	48 - 54	3

GRADING OPTION: Letter Grade or Pass/No Pass Option

PREREQUISITE(S): None

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION ON ENROLLMENT:

None

PREREQUISITE SKILLS

Upon entering this course, the student should be able to:

None (no prerequisite for this course)

ADVISORY SKILLS

Upon entering this course, the advisory skills are to:

None (no advisory for this course)

CATALOG DESCRIPTION

Designed to assist individuals and/or those working with individuals to analyze and direct their financial affairs. Elements and concepts of financial planning and decision making in the areas of budgeting, taxes, borrowing, money management, consuming, insurance, investments, retirement, and estate planning will be analyzed with an emphasis on application to changing family needs. This course is not open to students who are enrolled in or have received credit

for BUS 130 or FCS 130.

COURSE CONTENT

	<u>WEEKS</u>
1. Overview of Financial Management 2.5	1.5
A. economic factors such as productivity, government policies, and regulations, international competition, technology, and natural resources	
B. personal factors such as values, goals, stage of life cycle, and priorities which influence financial decisions	
C. career and income	
2. Financial Planning 3	3
A. personal financial statements and records such as balance sheet and income statement	
B. recordkeeping and budgeting	
C. taxes - types, tax law changes, preparing returns, tax advice and planning, sources of information, and methods of reducing	
3. Managing Your Money 2.5	1.5
A. financial institutions and money management-types and services, savings instruments, legislation and lending checking	
B. credit - sources, costs of, comparing, securing, abuses, legislation, counseling, and bankruptcy	
4. Effective Buying 2	2
A. consumer decision making process	
B. buying techniques - unit pricing, bulk buying, etc.	
C. consumer rights and protection - frauds and abuses, laws and regulations, consumer assistance, and effective complaints	
D. auto purchasing - alternatives, costs, comparing, financing	
E. home buying - selection, types available, purchase process, financing	
F. home renting - personal, financial, and legal factors and leases	
G. home renting - personal, financial, and legal factors and leases	
H. selling a home - pricing, preparation, tax liabilities, agents	
5. Purchasing Protection 3	3
A. insurance concepts-types, risk, basic elements, purchase process	
B. life insurance - need for, how much, types of companies and policies, the contract, rate shopping	
C. health insurance-types of coverage, health maintenance plans	
D. income disability coverage	
E. auto, homeowners and liability	
6. Investments 4	4
A. basic concepts-risk, diversification, income vs. growth, comparative criteria, relation to taxes	
B. investment types, characteristics, and selection - money market investments, stocks, real estate, alternative investments	

- C. buying and selling securities
- D. investment clubs and mutual funds
- E. matching goals and investments

- 7. Financial Planning for Later Years 1
 - A. Social Security
 - B. other sources of retirement income
 - C. retirement planning
 - D. estate planning

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. relate the role of personal goals and values in financial decision making and develop, analyze, and modify a budget and financial plan which reflects their goals.
2. justify a career choice by researching the requirements and costs of training for an occupational cluster, summarizing the opportunities and benefits in the field, and contrasting these to stated personal and financial goals.
3. analyze the impact of economic influences such as government monetary and fiscal policy, technology, supply and demand, nature, and natural resources on financial stability and consumer decisions.
4. construct personal financial statements, interpret their meaning in regards to financial well-being, and utilize them to determine insurance needs and analyze credit decisions.
5. discriminate between the various tax forms, types of income, deductions, credits, exemptions and complete a 1040 federal income tax form including schedule A.
6. distinguish appropriate and inappropriate uses of credit, calculate the cost of borrowing, and formulate criteria for comparing sources of credit.
7. apply the basic steps in the consumer decision making process to purchase decisions for housing, transportation, and consumer products.
8. distinguish the characteristics of different investment mediums, compare and contrast the types of risk impacting investments, and design and explain an investment strategy for achieving stated goals.

METHODS OF INSTRUCTION

Methods of Instruction
Lecture

OUTSIDE ASSIGNMENTS

Outside Assignments
1. Assigned reading. 2. Assigned projects.

Sample projects:

1. Budget project - students will rank their values; list, prioritize, and cost their financial goals; and compare and discuss their priorities in relation to stated values. After re-assessing their goals in relation to money available for savings, as calculated on an income statement, they will develop a budget based on forecasted income and expenses. For one month they will record all monies expended in ledger format and summarize the results on a budget control sheet. They will then evaluate their budget and its usefulness and modify expense categories and amounts based on their conclusions. They will also modify their long and short term goals based on the analysis of the experience and justify the reasonableness of their goals and budget.
2. Investment worksheet - in this homework assignment the students may work with a hypothetical family or themselves. Given their income statement, balance sheet, and financial goal information, students will utilize compound interest tables to determine lump sum, yearly, or combination investments to achieve the goals within a pre-determined time frame.

METHODS OF EVALUATION

Methods of Evaluation

Evaluation will include tests consisting of both multiple choice and essay questions, homework assignments, and projects as discussed above.

Specific examples of essay questions are:

1. We have examined the forces and influences which affect the economy and our personal finances by exploring the economies of the fish, berry and log people. State which tribe you would want to belong to and justify your choice in terms of the forces and influences dealt with in class discussion. Discuss one crisis faced by your chosen tribe and evaluate the leader's handling of it and explain how you would have acted if you were the leader.
2. State your preference for term or whole life insurance. Defend your opinion by discussing the pros and cons of each and relating your choice to pertinent personal circumstances.
3. Explain the major characteristics of bonds and the factors that affect bond prices.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Adopted Text: Kapoor, Jack, Dlabay, Les and Hughes, Robert J. Focus on Personal Finance: An Active Approach to Help You Develop Successful Financial Skills, 2010

Supplemental Readings and/or Other Materials:

The LRC has numerous publications with articles addressing personal finance issues. Students will be encouraged to peruse these for use in their term projects. Some appropriate publications are Business Week, Changing Times, Consumer Reports, Journal of Home Economics, Wall Street Journal, Time, Money, Newsweek. More specific examples are:

1. "What Tax Reform Means to You", Newsweek. pp. 14-32. August. 1986
2. "Investing for College", Sylvia Porter's Personal Finance. September. 1987
3. "Economics and America's Choices", Richard Russell's Dow Theory Letters. July. 1987
4. Van Caspel, Venita. The Power of Money Dynamics. Reston. 1983
5. Understanding Bonds and Preferred Stocks. New York Stock Exchange Publications Section.

STUDENT LEARNING OUTCOMES

1. Students will identify and differentiate the main components of wise money management.
2. Students will demonstrate their ability to differentiate the characteristics of different investment medium.
3. Students will demonstrate their ability to assess opportunity costs associated with financial decisions.

DISTANCE LEARNING COURSE STATUS: ECON 130

Approved for DL: 12/17/2002 Initiator: H. Elliott

Method of instruction: Indicate primary modality (check one):

- Internet
- Other (please list modalities to be used):

Instructor-Student Contact: 4.5 hours per week

Method of Contact

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify):

Adjustments to assignments: Students are required to read and analyze seventeen articles. These articles are current and linked directed to concepts in the text. Greater emphasis is placed on online reading and data analysis. This option provides students with opportunities to enhance their analytical skills and expand their exposure to current economic issues.

Adjustments to evaluation: None

Accessible to students with disabilities: YES

On-line services notification: Students will be informed via course syllabus, links and announcements on Blackboard.

**ALLAN HANCOCK COLLEGE
 COURSE OUTLINE**

DISCIPLINE: Business with emphasis in economics or Economics or Interdisciplinary Studies

DEPARTMENT: SOCIAL & BEHAVIORAL SCIENCES

PREFIX & NUMBER: ECON 141 / BUS 141 / GBST 141

CATALOG COURSE TITLE: Global Economics

BANNER COURSE TITLE: GLOBAL ECONOMICS

UNITS: 3

TOTAL NUMBER OF CONTACT HOURS: 48-54

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3	48 - 54	3
Lab:	0	0 - 0	0
Total Contact Hours:	3	48 - 54	3

GRADING OPTION: Letter Grade or Pass/No Pass Option

PREREQUISITE(S): None

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION ON ENROLLMENT:

None

PREREQUISITE SKILLS

Upon entering this course, the student should be able to:

None (no prerequisite for this course)

ADVISORY SKILLS

Upon entering this course, the advisory skills are to:

None

CATALOG DESCRIPTION

An introduction to the international economic issues. Explores why countries trade and addresses the consequences of trade restrictions. Alternative exchange rate systems, factors

that cause exchange-rate fluctuations, and the determinants of a country's balance of trade are covered. Other topics include the politics of trade policy, the impact of trade on the job market, the role of international institutions in the global economy, financial crises, global environmental issues, and international debt problems. This course is not open to students who are enrolled in or who have received credit for Business 141 or Global Studies 141. May be taken prior to or concurrently with Econ 101 or Econ 102, or Econ 121 or Bus 121.

COURSE CONTENT

	<u>WEEKS</u>
1. Introduction to the Global Economy	3
A. Understanding the Global Economy	
B. Comparative Advantage-How Nations Can Gain from International Trade	
2. International Trade	3
A. Sources of Comparative Advantage: Culture Diversity	
B. Regulating International Trade- Trade Policies and Their Effects	
C. Regionalism and Multilateralism	
3. International Finance	4
A. Balance of Payments and Foreign Exchange Markets	
B. Exchange-Rate Systems, Past to Present	
C. The Power of Arbitrage-Purchasing Power and Interest Rate Parities	
D. Global Money and Banking- Where Central Banks Fit into the World Economy	
4. Contemporary Global Economics Issues and Policies	3
A. Industrial Structure and Trade in the Global Economy	
B. The Public Sector in the Global Economy	
C. New International Financial Architecture	
5. Globalization and Cultural Impact	3
In depth study of three contemporary societies-Japan, China, Mexico, Sweden, Nambia, Egypt, Germany, etc.	

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. evaluate theories of international economics and trade.
2. use theory as a basis for prediction and economic reasoning to explore issues in international economics and trade.
3. incorporate the relevant concepts and analytical approaches from strands of international economics, international trade and industrial organization in exploring contemporary international economic issues.
4. critically examine, in an economic context, strategies adopted by governments and firms in their international activities.
5. analyze and formulate recommendations about the United States of America's position in the international trading community.
6. critically examine the relationship between comparative advantage and cultural diversity.
7. describe the major characteristics and causes of global economic stratification, with

- emphasis on underrepresented groups.
8. evaluate the major reasons and solutions to income and wealth inequality.
 9. describe the major causes of world hunger, including issues of stratification.
 10. describe at least three different applications of comparative advantage in different societies, taking into account their definition of male and female roles, their degree of inequality, their salience of relations, values and norms in their culture, and population dynamics.

METHODS OF INSTRUCTION

Methods of Instruction

Lecture

OUTSIDE ASSIGNMENTS

Outside Assignments

A variety of assessment techniques may be employed, including for example, essays, presentations, problem-solving exercises, case studies, research projects, etc.

Sample assignments:

1. Explain disequilibrium of balance of payments with references to measurement, illustration, consequences, and causes.
2. Describe the adjustments to balance of payments disequilibria through exchange rates, price and income changes, and government control.
3. Discuss the adjustments to balance of payments disequilibria through exchange rates, price and income changes, and governmental control.
4. Describe the international trade policies of the United States with reference to Hawley-Smoot, GATT, and post-1950 trade policies.

METHODS OF EVALUATION

Methods of Evaluation

In assessing students' work, some or all of the following criteria may be used:

1. How far have students focused on questions asked and/or identified key problems?
2. How well have students chosen the arguments, the relevant theory or model, to relate to the area specified or question asked?
3. How good is the quality of explanation?
4. How well have students demonstrated consistency, coherence and purposeful analysis?
5. How successfully have students used evidence?
6. How well have students collected, processed, analyzed and interpreted relevant data?
7. How deep is the extent of critical evaluation?
8. How well have students demonstrated knowledge of relevant literature?

A variety of assessment techniques may be employed, including essays, presentations, problem-solving exercises, case studies, research projects, etc.

Sample essay question: Discuss national security, protectionism, domestic employment, economic development, and balance of trade equilibrium as an influence on trade regulation.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Adopted Text: Daniels, Joseph and VanHoose, David. Global Economic Issues & Policies. 2011

Supplemental Readings and/or Other Materials:

1. <http://www.swcollege.com/bef/economics.html>
2. Carbaugh, Robert. International Economics. 9th ed. Central Washington University. 2004
3. Scheider, Linda and Silverman, Arnold. Introducing Five Contemporary Societies/ 3rd ed. McGraw Hill.
4. Yarbrough. The World Economy: Trade and Finance. 6th ed. South-western College Publishing. 2003

STUDENT LEARNING OUTCOMES

1. Students will demonstrate their ability to identify and analyze the benefits and costs associated with free trade.
2. Students will demonstrate their ability to distinguish between the mechanisms for limiting trade.
3. Students will demonstrate their ability to identify and analyze factors in the global economy that affects.

DISTANCE LEARNING COURSE STATUS: ECON 141 / BUS 141 / GBST 141

Approved for DL: 4/20/2010 Initiator: H. Elliott

Method of instruction: Indicate primary modality (check one):

- Internet
- Other (please list modalities to be used):

Instructor-Student Contact: 5 hours per week

Method of Contact

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify): Appointments other than scheduled office hours including tutorials, reviews and make-up exams.

Adjustments to assignments: Students are required to read and analyze seventeen articles. These articles are current linked directly to concepts in the text.

Adjustments to evaluation: Greater emphasized is placed on online reading and data analysis. This option provides students with opportunities to enhance their analytical skills and expand their exposure to current economic issues.

Accessible to students with disabilities: YES

On-line services notification: Students will be informed via course syllabus, links, and announcements on Blackboard.

VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

1. Quality of instruction
2. Enrollments grew by 28% during program review timeline while college growth was 1%
3. Diversity of students
4. Low cost – efficient
5. SLOs for all courses in the program have been assessed.

Concerns regarding the program/discipline:

1. Inconsistent tutoring support onsite and need for online tutoring.
2. Need for a space to accommodate all students at once in a computer lab.
4. Recent CI-D changes requiring prerequisite of Math 311 appear to have lowered enrollment.
5. Balance heavily weighted towards online.

2. RECOMMENDATIONS

1. Explore option of providing more onsite offerings in the day to balance opportunities for students who prefer onsite offerings.
2. Assess degree programs at other CCs (there are over 30 colleges with AA degrees) and assess option of a program.

VALIDATION TEAM SIGNATURE PAGE

H Elliott

H. Baily

De G...

Mae Davies

PLAN OF ACTION – POST-VALIDATION (Sixth-Year Evaluation)

DEPARTMENT Social and Behavioral Science

PROGRAM Economics

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Based on the course statistics and evidence data from the economics program, no measurable weaknesses were observed. Continue to assess SLO achievement reports and develop and implement changes as required.	SLS1/SLS2	Ongoing

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes <ul style="list-style-type: none"> • Recommend the district provide consistent tutorial services support for students enrolled in the economics program. • Monitor the impact of math prerequisite on enrollment demand in ECON101. • Monitor the impact of math prerequisite on enrollment demand in ECON102. • Explore option of providing more onsite offerings in the day to balance opportunities for students who prefer onsite offerings. 	SLS1/SLS2	Fall 2015
	SLS1/SLS2	Spring 2016
	SLS1/SLS2	Spring 2016
	SLS1/SLS2	Spring 2016
Demographic Changes The Economic Program data did not provide disproportional impact based on demographics.	SLS1/SLS2	Ongoing

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes <ul style="list-style-type: none"> • Explore the value added of developing a Transfer Degree in Economics. • Assess degree programs at other CCs (there are over 30 colleges with AA degrees) and assess option of a program. 	SLS1/SLS2	Fall 2016
Co-Curricular Changes None.		
Neighboring College and University Plans None.		
Related Community Plans None.		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

<p>Facilities Need for a space to accommodate all students at once in computer lab.</p>	SLS1/SLS2	Fall 2017
<p>Equipment</p> <ul style="list-style-type: none"> • An Apple MacBook computer for the full time instructor in the program. • Replace computer in classroom C33 	SLS1/SLS2	Spring 2015
	SLS1/SLS2	Fall 2015
<p>Staffing None.</p>		

VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)

REASON

ACTION/CHANGE

<p>Recommendation</p>		
<p>Recommendation</p>		
<p>Recommendation</p>		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By



Date: 2/25/15

_____ Date: _____

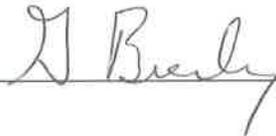
_____ Date: _____

_____ Date: _____

_____ Date: _____

Reviewed:

Department Chair*

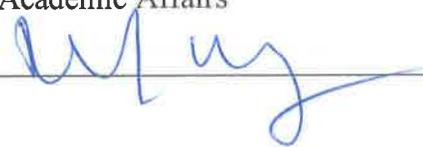


Date: 2/25/15

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs



Date: 3/2/15

Vice President, Academic Affairs

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

[Signature] Date: 2/25/15

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Reviewed:

Department Chair*

[Signature] Date: 2/25/15

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

[Signature] Date: 3/2/15

Vice President, Academic Affairs

[Signature] 5/4/15